**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: Topic 2: Adding and Subtracting Whole Numbers and Decimals 2-3: Estimating Sums and Differences** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Estimate, Sum, Difference |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral Review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction: Written response on vocabulary graphic and glue into math journal.  1- How will you explicitly teach new vocabulary? No new vocabulary. **Review** important terms.  Estimate: Estimate your age…is anyone in here exactly 10 years old? How old are you really in months, days, and years? So much easier to estimate your age.  Sum/Difference: In a pair/share compare and contrast the two terms and on a personal whiteboard give 3 examples of each.   1. How will you provide multiple opportunities for vocabulary to be used in context? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on) Touch each book on one shelf while counting.*  *Suppose we had to figure out how many books are on our bookshelves. We need the answer right away so there is not time to count each book. What do we do?*  *Wait for students’ responses.*  *If no one suggests this: count one shelf and then multiply by the number of shelves. We do not get the exact answer but close enough and you would have found the answer in a short time.*  *What if there were two book cases and we wanted to know which one held more books. Then we would be making a comparison estimate where we could estimate how many books are on each bookcase and say which one had more. (great time to use terms like greater than, less than or about the same as)*  *Suppose we had to figure out how many books are in the library. What might be a reason we would need to know that?*  *Additional ideas for estimation: cars in the parking lot to put flyers about the upcoming school carnival on windshield)*  Include power statements: When could you use this math? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Students open to pages 30-31 in their books. Use the visual learning bridge to transition. Review the Another Example section. Use individual whiteboards, with choral response, to show answers. If more guided practice is needed use Re teaching Set C p. 52 of TE. Include #44 and/or #42 from problem solving for further practice.*  Include power statements: Can you explain?, How did you get that answer? Can you say that another way? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Let student choose and solve 4 problems from 9-16, 4 from 17-24, 25-27 of problem solving and write responses in their math journal.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES)  Quick Check | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK Appropriate leveled homework** | |
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